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# SCHOOL LIBRARIES

*The Official Publication  
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Volume 5

Number 2

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AS IT WAS

AS IT IS

### HOW FIRE AND WATER MADE

The hills are rising, and then they are gone and nothing is left. The melt like mud, the solid lava. Like clouds they shape themselves and go.

We have seen that the earth began, as it were, from the sun, and grew into a huge hot ball denser than steel, with a wonderful substance called radium in its crust to keep it warm.

Many people think that when it first happened it was probably pre-heated, and even today, if we were to remove the sun, the earth would roughly resemble a pear or potato, at least it would have a larger rounded end at the North Pole and a smaller one pointed out at the South Pole. But the early pre-shaped earth had still to go through much smelting and forging.

When one is buried in a furnace the stony materials rise to the top, forming slag such as we see heaped round iron foundries, and the metals collect in the lower part of the furnace. In the molten fiery furnace of the blazing earth the same sort of separation occurred, so that there is now a core of iron and alloy, heavy metals, surrounded by a mass of slag. Nobody has ever dug right through the slag now in the form of mud-rock, to the metal core, but it is believed to be from

slag-mass there is which. The slag

two hundred soft, and it is have made that If the earth had of metal, it was cannot hold. It

become a world greater and fiercer, magnetic iron, magnetism, all the elements even water and soft minerals, various things, whirling, fiery should have things necessary. But granite rocks, and I have complained and you give shape the crust here. Yet the there, the truth is no they had into soil. So began to grow. Though the sun has this, again

### The Earth's Upper Crust

*The Work of Air and Water*



The gleaming white cliffs of Dover in the English Channel. These are slowly grinding off the surface of the earth by erosion, exposing their softer layers of stone which

We have seen how the earth formed and became solid and how it developed the series of shells that we know as the atmosphere, the hydrosphere, the lithosphere and the biosphere. More than three-quarters of the earth's surface is covered by the hydrosphere, the waters of the oceans, and to this amount we must add the waters of lakes and rivers.

We live on the upper crust of the lithosphere, rocky spheres, a crust that is today covered with grass, plains, gardens and crop lands, forests and sandy deserts and other kinds of surface. When the earth first became solid, the land looked very different from the way it looks now. It probably resembled the moon's surface.

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*The Official Publication of the American Association of  
School Librarians*

**A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION**

Volume 5

JANUARY, 1956

Number 2

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FROM YOUR  
*Executive Secretary*

MARY HELEN MAHAR

As I write this column, the White House Conference on Education is in process. The American Library Association is represented at this conference, for President Richards, by Nancy Jane Day, AASL's Past President; the American Association of School Librarians by Dilla W. MacBean, AASL's President; and one of the members of the New Jersey delegation is Mary Gaver, of the faculty of Rutgers Library School, and a member of AASL's Professional Relations Committee. Many of the participants at the Conference have received copies of AASL's brochure, "The School Library and the White House Conference on Education." With our fine representation, and the spread of information on school libraries provided by the brochure, we have great hopes that the final report will include recommendations for the improvement and extension of school library service in our elementary and secondary schools.

Now we are busy preparing for the February *ALA Bulletin*, and for the AASL reprint of the articles on school libraries in this issue. These articles are on the subject, "The School Library as a Materials Center," edited by Nancy Jane Day. We hope to print 10,000 copies of the reprint, and they will be distributed free of charge from AASL's Headquarters Office. We hope you will send for copies—single or in quantity—for use at educational meetings.

I had the pleasure this fall of attending five state meetings—New York, Pennsylvania, Virginia, Georgia and Tri-State—Indiana, Kentucky, and Ohio—and I spoke at the lunch-

eon of the school librarians of the Eastern Zone, New York State Teachers Association. On the way, I met with the library school students of New York State College for Teachers, Albany, Columbia University, and the University of South Carolina. These opportunities to meet with school librarians, faculties and students of library schools are of great value to me in gaining an increased understanding of problems and trends in the school library field, and I am grateful to all the librarians who made these meetings possible.

I also attended the Round Table of National Organizations at Arden House, representing AASL, and heard stimulating presentations of divergent points of view on our schools by Dr. Chandos Reid, Dr. Arthur Bestor of the University of Illinois, Mr. Paul Woodring, Western Washington College, Bellingham, Washington, and Dean Francis Keppel, Graduate School of Education, Harvard.

In February, I expect to spend a week with Miss Mae Graham, Supervisor of School and Children's Libraries, State Department of Education, Maryland, working with school librarians over the state, and in March I will attend the ASCD meeting in New York. It is not too early to think about our ALA conference at Miami Beach—June 17-23. Dr. Lillian Batchelor, Chairman of AASL's plans for the conference, and our Miami Co-chairmen, Mrs. Lois Pilson and Mrs. Betty Lunnon, are already at work on the plans for AASL's participation. There will be workshops on binding and the materials center,

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## SCHOOL ADMINISTRATOR FAVORS A CENTRAL LIBRARY DEPARTMENT

MR. PHILIP J. WEAVER\*

It would be a waste of words to say to the readers of *School Libraries* that no school can offer the best instructional program unless it has a well equipped library, staffed by a competent librarian; yet not all schools are provided with adequate libraries and good librarians. There is encouragement, however, in the growing recognition of the responsibility on the part of school boards and administrators to make these services available to school children of all ages and grades. It is most heartening to see the trend toward a central library for every school and to see the careful planning of library facilities for many of the new buildings now being erected throughout the country.

As important as physical facilities are, the key to the success or failure of the library program lies in the hands of the librarian. Today we are constructing many fine modern classroom buildings and furnishing them with all the necessary equipment and appointments, but unless we can place a good teacher in each classroom we have built for nought. Just so with the library—a beautiful room, well lighted, attractively painted, well equipped with the latest furniture, shelves filled with books and non-book materials all nicely cataloged, a full information file, plenty of magazines, a good work room—all of these, and more too, lose their value unless through the good librarian children are helped to learn more and to live better.

We hold to the theory that the librarian should be a curriculum materials expert and that the bulk of her time should be spent in helping teachers and children know what is available and how to get the best use from it. In the ideal situation, there would be mutual cooperation between the classroom teacher and the librarian.

The teacher would know what is in the library and would utilize it fully by cooperative scheduling and planning with librarian. The librarian would know what units are being taught or will be taught in the classrooms during the year and would anticipate the teacher's needs and see that the materials are ready and available. Unfortunately the ideal does not always prevail in every situation. Where the teacher may be somewhat reluctant to avail herself of the facilities of the library we feel that the librarian must become a peddler of her own wares. If the teacher doesn't come to the library, the librarian must go to the teacher. She will have to swallow her pride and often accept rebuffs in a gracious manner. She must never lose sight of the fact that the use of materials at her disposal is her reason for existence.

The common complaint of librarians that "there just isn't enough time" to carry out this ideal program is true of all school personnel—librarians, teachers, supervisors, and administrators. There isn't enough time to do all we should like to do. There never will be! However, some devices may be used to save the time of the individual librarian and make her available in her own school as a curriculum expert. One proved device to provide such time is the establishment of a central library department for a school system. Such a department takes over the time-consuming functions of processing and cataloging of books and non-book materials. Freeing the librarian of the details and the mechanics of cataloging is the greatest advantage of a central library system. Time ordinarily spent in the cataloging and processing of books would be spent with teachers and children, making them aware of all instructional materials and helping them to look upon the library as

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a curriculum materials center—where their thinking may be stimulated and their curiosity satisfied.

The saving in time for individual school librarians is not the only saving achieved through a central library department. For instance, in Greensboro where each of the 27 schools has an organized central school library with professionally trained personnel, it has been found that central purchasing, cataloging, and processing have effected financial savings in several ways. In the first, place, the central department is able to purchase books, library materials, and processing supplies in much greater quantities at discount prices. With such quantities of materials to be cataloged, the duplication of professional effort in cataloging is greatly diminished when it is concentrated in one office. Additional help of lower pay scale clerical assistants can complete the repetitive detail in cataloging, thus bringing about additional savings. In our case, last year close to 10,000 books were added to the some 100,000 books already cataloged. Films, filmstrips and phonograph records are also centrally cataloged and processed. This calls for mass processing, making practical the use of expensive time and labor saving mechanical devices, such as, an electric pasting machine, an electric mimeograph machine for card duplication, etc.

Other advantages that we feel we achieve through our central library department result from the establishment of better arrangements for pre-viewing books for purchase, the provision for inter-library loan of materials through the use of a union shelf list, the preparation of bibliographies on various units of work for the use of teachers, and the development of a professional library which can serve the entire system and save duplication in each individual school.

It would seem rather obvious that a central library department would need as its head a director or supervisor of libraries for the entire school

system. This person would, of necessity, be well trained in library work. In addition, we feel that the director should have a good background in general curriculum needs of the school system from kindergarten through college. Successful classroom teaching experience as well as successful library work in a school library at various levels would be most desirable. Some experience in budgeting and in the practicalities of stretching the very few dollars available is a further requisite. While training and professional experience are of utmost importance, it must be remembered that the director will accomplish little unless those who work with her in the various libraries respond to her leadership, her personality, her love of children, her belief in her work, her sympathetic understanding of the problems of the individual librarian, and her deep devotion to the cause of education.

The director must work constantly in cooperation with principals and other directors and supervisors in an effort to up-grade the quality of the total instructional program. Public relations promotion for such an event as Book Week may readily be centered in the office of the director. In addition, the director relieves the principal and the individual school librarian of the necessity of dealing with several publishing agents and salesmen; here again a saving in time may be effected. Through staff meetings and the work of various committees, the director should be able to discover and put into practice new ideas which improve the total service rendered by all librarians. The director and the staff working together should furnish ideas and suggestions for the many new libraries which are being built. Much of the director's time in the next decade should be spent making certain that no new school is erected without well planned library facilities. The director's duties would include the presentation of the

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## BASICALLY A LIBRARY SERVICE: Audio-Visual Aids in the Modern Library Program

EDWARD T. SCHOFIELD, Ed.D.\*

From *New Jersey School Librarian*, Fall 1952. Reprinted with permission.

What is a school library? What constitutes adequate school library service? How is the importance of the school librarian measured in the total educational process? The point of these questions is that a school library tends in the long run to be an organism that has been shaped by policies reflecting the answer to these questions by the school librarian, the faculty of the school, and the supervisors. Interestingly enough (and whether you believe it or not) the philosophy of the school librarian largely shapes the attitudes of the rest of the teaching and supervisory staff—and the board of education. Maybe you as a librarian are new in your position and consequently have inherited a type of library program in which you do not fully believe. If so, you have a real task cut out for you, but you can be sure that in time you will achieve a portion, at least, of what you desire. The proof of the force of the impact of the librarian on the school library is guaranteed by an honest evaluation of the service now existing in your school. Every library is either a tribute to or an indictment of its creative genius—the librarian. Good school libraries are not born overnight, though; they are the results of extensive pre-planning and years of striving to reach the acceptable goals.

What are the goals of school library service? They may be as varied as librarians themselves. To some they are impressive statistics of items loaned. Other librarians aim to help children select and read a wider and more extensive fare of literature. Some librarians concern themselves with the reading abilities of their patrons. A few propose to maintain and per-

petuate a perfectly ordered library. Beyond these more or less immediately achieved goals most school librarians work unceasingly to shape from the school library an intellectual activity which reaches in to every phase of the school's life through the *media of communication*, for libraries historically and practically have been the channels by which ideas and knowledge have been transmitted.

Much has been said and written during the past years about the book, "Books are basic," we are told. Don't we really mean that ideas and knowledge and understanding are basic? If understanding, knowledge and beauty are in a book, then the book is "basic." By this criterion many books are valuable. By this same measure many books are unworthy. If another medium other than the printed word reveals useful and beautiful ideas, then this medium is "basic" in the broad sense of librarianship whether this tool be an illustrated magazine, a film strip, or a film in a can.

The film librarian who recognizes that ideas are basic and who prefers to work with students and teachers rather than registration numbers or borrower's cards molds her patterns of service so that no media transmitting the heritage of the race are neglected or submerged in the day by day workings of the school library routine. For lack of better terminology those media other than books are grouped under the wobbly term, "non-book materials," but non-book materials have paradoxically enough book values also, if we assume that they have the same purposes as books. They, too, are "basic." Non-book materials it may be noted have a much wider use than book materials by nearly all segments of the total popu-

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lation. Books have unique values, but they are one of the tools of learning and not the tool. Books are not enough for the librarian unless her philosophy of librarianship has been shaped by an era when the only medium of communication other than the spoken word was the printed word—the book.

Guidance for the school librarian in exploring and implementing patterns for non-book or audio-visual materials has been given by the American Library Association. The publication of Margaret Rufsvold's excellent volume<sup>1</sup> by the ALA puts within reach the first steps in acquiring the techniques and skills necessary for this extension of the scope of the school librarian's work. For a truly professional type of service the librarian owes to herself and her school some additional training in the audio-visual field. Such training is available in nearly every superior teachers' college or school of education. Some library schools now offer courses in the essentials of audio-visual materials.

In many school libraries today the provision of non-book materials is basically a library service. Possessed of the "know-how" of non-book materials, the school librarian generally functions in three avenues of service related to audio-visual aids. They include: (1) information and selection, (2) order and organization, and (3) use.

In the selection of materials the librarian is a trained specialist. In examining the literature and bibliography of the audio-visual field the school librarian can be most helpful to her faculty. Guides and catalogs on the reference shelf always include the motion picture and filmstrip publication of the H. W. Wilson Company, but they also contain many additional lists and directories. The revitalized card catalog holds the printed cards of the Education Film Li-

brary Association<sup>2</sup> and additional cards for locally owned materials not covered by the printed services of EFLA. When the school library compiles its special subject bibliographies, they refer to films, filmstrips, recordings, pictures, and other multi-sensory aids in addition to the important books, pamphlets, and periodicals on the subject. The readers' advisory service of the school librarian always makes reference to the non-book aids to learning as well as to the book aids to learning.

Centralized book purchases in a school are administered uniformly through the school library. Where audio-visual materials are handled by the librarian, it is only logical that these be secured by the librarian. Rentals of audio-visual materials in effect are like inter-library loans. Purchases of audio-visual materials result from the recommendation and approval of staff members. They, too, conform to library practices. Organization routines for audio-visual materials purchased and acquisitioned follow usual library patterns for accessioning, cataloging, and circulation.

In the area of use of audio-visual material the librarian gives parallel service to that rendered in the provision of books. Many teachers, trained in the utilization of these newer teaching tools, can take full responsibility for their use once they are borrowed from the library. However, school librarians need to arrange projection facilities for a portion of the faculty. Some librarians have auxiliary student assistant staffs whose members inspect, care for and operate audio-visual equipment. Other librarians engage the interest of teachers on the staff—frequently an industrial arts or science teacher—to train and supervise the student projection crews. A

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<sup>1</sup> Rufsvold, Margaret I., *Audio-Visual School Library Service*. Chicago, Ill., American Library Association, 1949. Pp. vii, 116.

<sup>2</sup> Educational Film Library Association. First Avenue and East 46th St., N. Y. C.



## THE LIBRARIAN AS PLANNER

MARVIN R. A. JOHNSON\*

This article is the result of something I once said. I had been asked to participate in a conference of library supervisors to talk about school planning, particularly about the planning of school libraries. Since most school library people do not have much experience with what I call the planning process, it seemed appropriate to begin with that and then lead into the general topic of what school library personnel can do to improve the design of school libraries.

By the term "planning process" I mean the procedures which are usually followed from the time a building need is expressed up to the day the structure is completed. That process is getting to be more and more involved. Most things seem to be doing that. It used to be quite easy and simple to design a school building. To realize this, look at some of those which were built twenty or more years ago. You have some of them around, no doubt. Usually, these would include a number of identical classrooms (some buildings had only one), an office, some sanitary facilities, usually a simple heating system, a lamp or two in each room, maybe an auditorium; all of these symmetrically disposed about a formal entrance. If it were a high school, it might have some special rooms, for science, homemaking, shop, and gymnasium. Two colors of interior paint would do, or, more likely, two values of the same color. There might even be a library in it.

It would take a rather lengthy recital to list what is going on now. Even for elementary schools, we think of specially designed rooms for the primary grades, different from those for the grades beyond, a library, offices, health rooms, teachers' rooms, work rooms, art and music rooms, lunchroom with kitchen, indoor play

rooms, assembly. The last three sometimes are combined into that seemingly necessary compromise, the "multi-purpose room." For high schools the list of special spaces becomes even more lengthy. And for all these buildings the "mechanical" aspects, that is, the heating and ventilating, the plumbing, and the lighting have become much more complicated.

Now, all these advances are to the good. But it is well to remember that it takes more time, more imagination, and more people to plan these new schools. It takes people trained in special fields to contribute their knowledge and their experience to the common cause, to help the designer and the school board and superintendent provide a coordinated plan for such new buildings. This group of contributors includes the school library specialist.

Ideally, the planning of a school is the cooperative effort of many people: the school board, the superintendent, lay citizen committees, supervisors, maintenance and operating staff members, consultants, teacher groups, along with the architect and engineer. It is the architect who has the awesome task of synthesizing or distilling the ideas and the desires of all these into a tangible environment which will remain usable for its purpose for more than a generation.

These various individuals and groups should develop a "program" or educational specifications. This program may become a rather lengthy, complete, and detailed outline of what purposes this school should serve and, perhaps, list the facilities that will be needed to meet these needs. Soon after, the architect will begin work on preparing preliminary sketches, translating the program into the building plan. These preliminary

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sketches will be discussed, reviewed, and thereupon perhaps revised many times before an agreeable solution is reached. During this preliminary stage, the building plan, the location of the rooms relative to each other, will be established, the sizes and shapes of rooms determined. Building materials and methods of construction are settled upon. The architect and engineer will then prepare the working drawings and specifications. These are the documents describing in drawings and in words the building as it should be built. These working drawings and written specifications are used as the directions and instructions to the builders, to the contractors, and they show in complete and thorough detail all that is to be included in the construction of the building.

If done thoroughly, this process is a lengthy and complicated one. It requires many conferences and may require compromises and concessions on the part of all those involved. Unfortunately, many of our school buildings are being planned with insufficient time and energy being spent in this planning process.

How can the school library specialist make her ideas mean anything in this process? Maybe I have some worthwhile suggestions on this.

First of all, you probably cannot have everything you want. Get used to that. Why can't you? There may not be enough money. Remember, there are many other parts of a school that need attention. The lunchroom costs money. The homemaking and science teachers have many legitimate wants. The maintenance man needs to be given consideration. And of course, there is always the athletic program. And you may not be so smart after all; somebody else may have better ideas than you.

So it is a good idea to make a priority list. That will require you to analyze your needs. Put first things

first. Then see how far down your list of needs and wants you can get. Besides, you may find that some of your pet ideas are not as important as you thought.

Find out what other schools are doing. If it is not presumptuous to suggest this to librarians, read. Read books and magazine articles, architectural and educational. Better yet, visit new schools whenever you can.

Try to let the designer know what activities should go on in a school library. He should understand the purpose of the library. Specifically, he should know what kind of materials need to be displayed and stored. He should know how library materials are processed, circulated, and otherwise made available to the students.

You may have to learn a new language. The architect may not understand your "educationalese," and he may try to recover by throwing some of his own jargon back at you. Besides this, he uses a different written language: graphic, in the form of drawings, combined with words inscribed in a neat pattern of handmade letters. To do your best with him, you should learn to read his "working drawings," which are really not intended for you at all, but for the contractor and his crew who will build the building. An awkward and embarrassing moment may result if you protest violently about the location he has shown for the charging desk in your library, and he tells you in a strained exasperated voice that what you are looking at is the serving counter in the cafeteria.

You may not get a chance to see and talk to the architect himself. Your superiors may want to spare the designer the ordeal of having to see each and every one of the school specialists. But you say that the library is important, which it is. So you sell the boss, the principal, the supervisor, the superintendent, on the idea that

you have much to contribute. Make him listen to you anyway. Be specific where you can, but don't dictate on unimportant details.

The following remarks are not so profound. Instead, they represent a personal profession of opinion. The library should be the center of the school. Particularly is this true for a secondary school. The library is logically the center of all communication media, visual and aural, which would include all manner of publications, charts, maps, pictures, slides, motion pictures, and recordings. The librarian, in charge of all these, has a great responsibility in encouraging the unwilling and the disinterested, and has also the massive opportunity to stimulate the gifted student to continue beyond the work required within his class.

If these things be so, this materials center must be a versatile and attractive place. It should be more than just a room which is about as big as several classrooms. Here is an opportunity for the designer to produce a stimulating, attractive and inviting environment. As a good retail mercantile establishment uses architecture to lure customers in, a school library should use good design to bring students in to use it.

The library should not be a static space: it should admit change and growth as the personnel changes, as the school grows, and as its educational program is altered and developed. So the physical features, such as the furniture, the equipment, the shelving, the color, must allow such change to take place.

Remember that the new buildings which are built today are expected to endure for many years. It is rather presumptuous of any of us to fix too permanently any of the facilities in a school building. Time will change things, including schools.

In this process of change, new schools, including the library, tend to become obsolete almost on the day

that it is first moved into unless it is possible constantly to revitalize, continually to change in order to keep in step with the times.

It would seem the various uses of a library should produce variety in the design treatment of the several spaces within it. For example, the lighting, the furniture, the colors even, of the reference section might be different from those in the magazine reading area.

What should be the relationship of the indoor library space to the out-of-doors? Or is this relationship important at all? Is it feasible or desirable to provide a reading space out-of-doors, on a terrace perhaps which could be reached directly by a door from the library? A glass wall between the indoor and outdoor spaces might be provided to make these two areas seem to be a part of the same space. A convenient shade tree for this terrace would be a most welcome feature. If there is none, maybe you can help plant one for future use and enjoyment. If such an outdoor annex to a library is not a sound idea, it seems that a pleasant outdoor view, not too distracting, would be desirable.

My special field has to do with the environmental aspects of schools. Naturally, to me this is an important factor in the success of a school building. But the buildings and grounds, the equipment and furnishings are for the most part only means to an end. The student is most important. A good teacher is made much more effective if the environment in which she and her students work is attractive, charming, comfortable yet stimulating. To provide schools such as that is largely the responsibility of imaginative designers. But there is an opportunity and perhaps a responsibility for the competent librarian to help and to encourage the designer to provide the kind of space that will make the school library especially a wonderful place in which to learn and to work.

## AASL COMMITTEES

The following members in all parts of the country are making a significant contribution to the work of the American Association of School Librarians by serving on its committees which cover every facet of school library activity. The committees include eighteen standing and three special committees. AASL wants to enlist more and more active workers on these committees, to make membership participation as full and varied as possible. Please volunteer in the field of your own special interest.

**AUDIO-VISUAL COMMITTEE:** To serve as an advisory committee to which matters concerning audio-visual materials in school libraries are referred; to keep informed on recent developments in the field and report to the membership; to work with other ALA and AASL committees and other groups interested in audio-visual materials. Chairman, C. Walter Stone, Associate Professor of Library Science, University of Illinois Library School, Urbana, Illinois (1956); Ira J. Peskind (1956); Mrs. Mary Peacock Douglas (1956); Margaret Roser (1956); Margaret I. Rufsvold (1956); Margaret A. Winger (1956); Myrtle Hoverson (1957); Dorothea Godfree (1958); E. Ben Evans (1958).

**BUDGET COMMITTEE:** To receive and examine the financial reports of the Division; to assist in preparing the yearly budget; to report on an estimate of receipts and expenditures to the AASL Board of Directors; to report at the annual meeting on the status of the Association's finances. Chairman, Myrtle N. Dunlap, Librarian, Senior High School, Davenport, Iowa (1957); Mrs. Dilla W. MacBean (1956); Lillian L. Batchelor (1947); Elizabeth H. Clarke (1956).

**COMMITTEE ON COMMITTEES:** To correlate the work of the various committees of the Association,

and to prevent overlapping and duplication of committees. Chairman, Alice N. Fedder, University High School, University of Illinois, Urbana, Illinois (1956); Winifred Andrews (1956); Mrs. June Labb Miller (1956); Mary Lee Keath (1957); Mary Love (1957); Myrtle Ellis (1958); Mrs. Helen H. Bennett (1958); Marjorie Halderman (1958).

**COMMITTEE ON BY-LAWS:** To consider amendments to the By-Laws of the Association and to make recommendations in accordance with provisions of the By-Laws, Article XV. Chairman, H. Jean Anderson, Coordinator of School Libraries, Board of Education, 15911 Aldersyde Drive, Shaker Heights, Ohio (1957); Mrs. Ruth Evans Babcock (1957); Ruby Ethel Cundiff (1957); C. Irene Hayner (1957); Mary Lee Keath (1956); Helen Sattley (1957); Mrs. Alice F. Sturgis (1956); Agnes Krarup (1956).

**1956 ELECTIONS COMMITTEE:** To receive and tabulate the votes of the Association members in the annual election of officers. Chairman, Blanche Aust, Librarian, Glenboard Township High School, Glen Ellyn, Illinois; Lura Crawford; Edna Rose; Virginia E. Russell; Irma Clarke; Dorothy Schumacher.

**ELEMENTARY SCHOOL LIBRARIES COMMITTEE:** To publicize the need for and value of elementary school libraries, to work with state elementary school library committees; to provide information helpful in planning elementary school libraries, to act as a coordinating agency among the various agencies concerned with establishing library service in elementary schools. Chairman, Lois Fannin, Supervisor of Library Service, Long Beach Public Schools, 715 Locust Ave., Long Beach, Calif. (1957); Susan Caldwell (1956); Genevieve Fancher (1956); Mrs. Lois Pilson (1956); Crystal McNally (1956); Eleanor Simmons (1956);

Marion Welken (1956); J. Elizabeth Olson (1957); Ruth Reagor (1957); Elizabeth G. Masterton (1958).

**EXHIBITS COMMITTEE:** To prepare a list of materials for AASL exhibits at educational meetings, and a selection of materials to be sent from the headquarters office, in order to insure the uniform quality of AASL exhibits. Chairman, Mary K. Eakin, Librarian, Center of Children's Books, 53835 Kimbark Avenue, Chicago, Illinois (1958); Helen B. Lewis (1958); Gertrude B. James (1958); Cora Paul Bomar (1958).

**INTERNATIONAL RELATIONS COMMITTEE:** To develop international cooperation and understanding among school librarians; to stimulate interest in school libraries abroad; to investigate an exchange program for school librarians; to compile a roster of school librarians in other countries; to assist in entertaining international school librarians visiting this country. Chairman, Jean Lowrie, Campus School Library, Western Michigan College of Education, Kalamazoo, Michigan; Nelle McCalla (1956); Mary Silverthorn (1956); Anna E. Cebrat (1957); Virginia Matthews (1957); Nora Beust (1956).

**MAGAZINE EVALUATION COMMITTEE:** To gather data on new developments in the magazine world; to evaluate new and old magazines in terms of their usefulness in school libraries; to prepare selected lists of magazines for special purposes and to arrange for their publication. Chairman, Margaret Hayes, Graduate Library School, University of Chicago, Chicago, Ill. (1957); Mrs. Irene Davis (1956); Madeleine Mosimann (1956); Mrs. Audrey Hartley (1957); Margaret Rutherford (1957); Jennie Sue Coltharp (1957); Lucille Hatch (1957).

**MEMBERSHIP COMMITTEE:** To increase membership in ALA and AASL; to interest all school librarians and friends of school libraries in their

national professional organization; to prepare and distribute promotional material. Chairman, Mildred L. Nickel, Director of School Libraries, Office of State Superintendent of Public Instruction, 407 Centennial Bldg., Springfield, Ill. (1959). For a list of members see sub-section under "Membership."

**NOMINATING COMMITTEE:** To nominate candidates for elective offices in accordance with the By-Laws of the Association, Article IX. Chairman, Sara K. Srygley, Assistant Professor, Florida State University Library School, Tallahassee, Florida (1956); Elizabeth Stafford; Lois Fannin; Jane Strebel, Thelma Pearce (all 1956).

**PLANNING SCHOOL LIBRARY QUARTERS COMMITTEE:** To work with other agencies to promote school libraries as a necessity for a good educational program; to provide superintendents, architects, and librarians with concrete suggestions on school library quarters and equipment. Chairman Raymond G. Erbes, Jr., Reavis High School, Oak Lawn, Ill. (1956); Virginia McJenkin (1956); M. Bernice Wiese (1957); Ingrid O. Miller (1957); Arline Young (1958); Elizabeth Hodges (1958); Gladys L. Lees (1958); Margaret Girdner (1957).

**PROFESSIONAL RELATIONS COMMITTEE:** To interpret the objectives, functions, and program of school library service to other professional groups responsible for the education and welfare of children and young people; to interpret the objectives and program of work of AASL to these groups; to seek opportunities for AASL and these other organizations to identify common interests, areas of work and problems, and to develop ways of working at them together. Chairman, Nancy Burge, Head, Library Science Department, University of South Carolina, Columbia, South Carolina (1957); Christine Gilbert (1956); Mary Gaver (1956); Eleanor Cole (1957); Maurine Har-



din (1957); Gertrude H. Wilson (1957); Mrs. Edna Ballard Mack (1958).

#### PUBLICATIONS COMMITTEE:

To examine manuscripts submitted to the committee by the ALA Publishing Department and make recommendations to the Department on the advisability of publishing them; to initiate plans for new publications considered useful and desirable for school libraries. Chairman, Louise Galloway, Library School, Florida State University, Tallahassee, Florida (1957); Lena Archuleta (1956); Mildred Krohn (1956); Jean E. Nelson (1956); Harriet Williams (1957) Alice Ruf (1957); Mary Bair (1957); Frances J. Kraf (1957).

#### RECRUITMENT COMMITTEE:

To plan and carry out a nationwide program for recruiting for school library work. Chairman, Geneva Travis, Librarian, Kent State University School, Kent, Ohio (1956); Lottie Lee Lamb (1956); Irene Marshall (1957); Annabele Koonce (1957); Mildred Nickel (1958); Wilma Bennett (1956).

#### SCHOOL LIBRARIES EDITORIAL COMMITTEE:

To keep the membership informed concerning Divisional news through the publication of *SCHOOL LIBRARIES*; to encourage school librarians to share ideas and write articles on worthwhile activities undertaken in their libraries. Chairman, Norris McClellan, Associate Professor, Louisiana State University Library School, Louisiana State University, Baton Rouge, La. (1957); Leah Schueren (1956); Lillian Boula (1957); Ina Beth Cavener (1957); Jennie Beth Clark (1957); Florence Derr (1957); Naomi Hokanson (1957); Olivia Way (1957).

**STATISTICS COMMITTEE:** To determine ways in which school librarians use school library statistics; to evaluate existing statistical forms for school libraries; to keep AASL informed about current and major investigations that involve the collection

of school library statistics; to keep a file of school library statistical forms and to make these available to school librarians. Chairman, James Boula, Librarian, Joliet Township High School, Poliet, Ill. (1956); Reba Boomershine (1956); Sara Fenwick (1956); Louise Riedinger (1956); Dora Leavitt Hay (1956); Mildred Nickel (1956); Mary Shemorry (1957); Zereda Van Deusen (1958).

#### TECHNICAL PROCESSES COMMITTEE:

To study simplification of classification and cataloging in school libraries, and to study publishers' binding from the point of view of use in school libraries. Co-chairmen, Effie N. LaPlante, Supervisor, Cataloging Section, Division of Libraries, Board of Education, 228 N. LaSalle St., Chicago, Ill. (1957); and Carolyn Whitenack, Director, Division of Libraries and Teaching Materials, State Department of Public Instruction, Indianapolis, Ind., (1957); Ruth Junkin (1956); Alice Buckley (1956); Louise L. Hiller (1956); Edith I. Stokes (1956); Margaret Sue Copenhaver (1957); Margaret Louise Turk (1957); Zelma Langworthy (1957); Sue Hefley (1958).

#### SPECIAL COMMITTEES

##### MIAMI CONFERENCE COMMITTEE:

To provide local assistance to the President of the Association in planning and arranging for AASL participation in the annual ALA Conference in Miami, June 17-23, 1956. Co-chairmen, Mrs. Betty Lunnon, Coordinator of Libraries, Dade County Board of Public Instruction, 275 N. W. 2nd Street, Miami, Florida; and Mrs. Lois Pilson, Librarian, Miami Shores Elementary School Library, 10351 N. E. 5th Avenue, Miami, Florida. Committee to be announced later.

##### SPECIAL COMMITTEE FOR IMPLEMENTATION OF THE MANAGEMENT SURVEY:

Chairman, Elizabeth O. Williams, Head Supervisor, Library and Textbook Section,



Los Angeles City Schools, 1205 W. Pico Blvd., Los Angeles 15, California; Sara Jones; H. Jean Anderson; Lucile Raley; Nancy Jane Day.

**STANDARDS:** To revise the existing standards for school libraries as they appear in *School Libraries for Today and Tomorrow*. Co-chairmen, Ruth M. Ersted, Supervisor of School Libraries, Library Division, State Department of Education, St. Paul, Minnesota; and Frances Henne, Associate Professor, School of Library Service, Columbia University, New York, New York. This committee is made up of the following representatives of national education associations: American Association of School Administrators, J. Harry Adams, Supt. of Schools, Elizabeth, New Jersey; American Institute of Architects, representative to be appointed; National Council of Teachers of English, Henry I. Christ, Head of English Dept., Andrew Jackson High School, St. Albans, N. Y.; American Personnel and Guidance Assn., Inc., Dr. Gertrude Forrester, West Side High School, Newark, N. J.; National School Boards Assn., Inc., Clifton B. Smith, 252 Pine Street, Freeport, N. Y.; American Association of Colleges for Teacher Education, Dr. E. S. Evenden, Teachers College, Columbia University, New York, N. Y.; National Science Teachers Association, Dr. Abraham Raskin, Hunter College, New York, N. Y.; Association for Supervision and Curriculum Development, Doris Holmes, Queens College, Flushing, N. Y.; Assn. for Childhood Education, International Helen A. McLaughlin, 405 State St., Albany, N. Y.; National Assn. of Secondary School Principals, Dr. Robert M. Amdsen, Principal, Columbia High School, 17 Parker Ave., Maplewood, N. J.; National Council for the Social Studies, Alice Flickinger, Teacher, Social Studies, Laboratory School, University of Chicago, Chicago 37, Ill.; Department of Classroom Teachers,

NEA, Mrs. Mary F. Kolender, Primary Teacher, Munsey Park School, Manhasset, N. Y.; Department of Elementary School Principals, Dr. Lorraine Addelston, Principal, Public School No. 89, 8528 Britton Ave., Queens, New York, N. Y.; Division of Audio-Visual Instruction, NEA; Dr. A. J. Foy Cross, Rirector of Placement Services, New York University, New York, N. Y.; Division of Libraries for Children and Young People, ALA, Margaret C. Scoggin, Director, Young People's Service, New York Public Library, Fifth Avenue and 42nd St., New York, N. Y.; James Cass, Research Director, National Citizens Commission for the Public Schools (terminating Jan. 1, 1956), 2 Winter Lane, Hicksville, N. Y.; American Association of School Librarians, Mrs. Rachael W. DeAngelo, Coordinator, Library Education Program, Queens College, Flushing, New York; Helen R. Sattley, Director, School Library Service, Board of Education, 110 Livingston St., New York, N. Y.; Louise Galloway, Acting Assistant Professor Library School, Florida State University, Tallahassee, Florida; Mrs. Mary Peacock, Douglas, Supervisor, City School Libraries, Board of Education, Raleigh, N. C.; Nancy Jane Day, Past President, AASL Ex-Officio, Supervisor of Library Services, State Department of Education, Columbia 1, S. C.; Mrs. Dilla W. MacBean, President, AASL, Ex-Officio, Route 2, Stone Lake, Wis.

#### STATE ASSEMBLY

The State Assembly is composed of the presiding officer or a delegate of the school library organization, or school library section, of other organizations representing a state, territory, province or region. *Alabama*, Mrs. Janie B. Morgan, and Sybil Baird; *Arizona*, Leta Weaver; *Arkansas*, Evelyn Cannon; *California*, Irene Mensing; *Colorado*, Robert Edwards; *Connecticut*, Mrs. Virginia Dooley; *Delaware*, Mrs. Kay Armstrong; *Florida*,

Mrs. Rosebud Willard, and Emily A. Copeland; *Georgia*, Mrs. Mildred C. Garrett, and Leroy C. Childs; *Idaho*, Mrs. Emma H. Mount; *Illinois*, Viola James; *Indiana*, Herbert Beatty; *Iowa*, Carl Orthner; *Kansas*, Mrs. Margaret Lowman; *Kentucky*, Ruby Trower, and James R. O'Rourke; *Louisiana*, Mrs. Clara O. Cheeves; *Maine*, Frances Lombard; *Maryland*, Helen Perdue; *Massachusetts*, Alice M. Buckley; *Michigan*, Ruby J. Brown; *Minnesota*, Naomi Hokanson; *Mississippi*, Susie Bull; *Missouri*, Mrs. Kenneth Campbell; *Montana*, Elza Huffman; *Nevbraska*, Eva M. Erixon; *Nevada*, Mrs. Alene DeRuff; *New Hampshire*, Mrs. Theresa Roberts; *New Jersey*, Marguerite Baechtold; *New Mexico*, Mrs. Valdera Soare; *New York*, Helen C. Welsh; *North Carolina*, Mrs. Eleanor C. Hagaman, and Willie B. Hill; *North Dakota*, Darlene Fulsas; *Ohio*, Caroline G. Holmes; *Oklahoma*, Mrs. Edith Holley; *Oregon*, Lottie Lee Lamb; *Pennsylvania*, Anna Belle Hamilton; *Rhode Island*, Shelia K. Cosgrove; *South Carolina*, Mrs. M. C. Poole, and Mrs. Katherine Wheeler; *South Dakota*, Alma Thomas; *Tennessee*, Mrs. Willodene Stewart, and Mrs. Johnnie Louise Pryor; *Texas*, Mrs. Luella Higley, and William W. Bennett; *Utah*, Mrs. Mae Jensen; *Vermont*, Mrs. Elizabeth B. Greene; *Virginia*, Leone A. Cooper; *Washington*, Elizabeth Clarke; *West Virginia*, Mrs. Lucile Layne; *Wisconsin*, Mrs. Jane K. Billings; *Wyoming*, Emma Duis; *District of Columbia*, Mary Butler Harvey; *Hawaii*, Aileen Perlstein; *Canada*, Margaret Fraser.

## Committee on Membership

Chairman, Mildred L. Nickel, Director of School Libraries, Office of State Supt. of Public Instruction, 407 Centennial Building, Springfield, Ill. (1959).

### Regional Chairmen:

Region I: To be appointed.

Region II: Virginia H. Shaver, W. C. Mephram High School, Bellmore, N. Y.

Region III: Margaret C. Scott, Northampton High School, Eastville, Va.; Emily Copeland, A & M College, Tallassee, Fla.

Region IV: Ruby Martz, 827 E. Symmes, Norman, Oklahoma.

Region V: Mrs. Betty Carlin, South High School, South William and Louisiana, Denver, Colorado.

Region VI: Josephine Smith, 20 Brookline Lane, Dearborn, Mich.

Region VII: Olga Sliper, Ballard High School Library, 14th Ave. N.W. & W. 65th St., Seattle 7, Wash.

Region VIII: Charlotte A. Cavell, Los Angeles City Board of Education, 1205 W. Pico Blvd., Los Angeles, Calif.

### State Chairmen

Alabama: Ella McCain, Box 258, Route 10, Birmingham 7.

Arizona: To be appointed.

Arkansas: Florene Jordan, Magnolia High School, Magnolia.

California: Marjorie Schramling, Los Angeles High School, 4600 Olympia Blvd., Los Angeles.

Colorado: Mrs. Lena Archuleta, Kepner Jr. High School, South Hazel Court and West Kentucky Ave., Denver.

Connecticut: Mary Baker, Lyman Hall High School, Wallingford.

Delaware: Margaret Campbell, 818 W. 10th St., Wilmington.

District of Columbia: Lucile Carmack, Theodore Roosevelt High School, 4301 13th St., N.W., Washington.

Florida: Sara Bell, Director of Instructional Materials, Bay City Public Schools, 721 Magnolia Ave., Panama City, Mrs. Dorothy L. Sanford, 1855, 1855 N.W. 71st St., Miami.

Georgia: Mrs. Dorothy Blake, Decatur High School, N. McDonough St., Decatur; Margaret L. Walker, State Library Consultant, State Department of Education, Atlanta 3.

Idaho: Mrs. Emma H. Mount, Middleton High School, Middleton.

Illinois: To be appointed.

Turn to page 18

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**The E. P. Dutton-John Macrae Award**

The *E. P. Dutton-John Macrae Award* for advanced study in the field of library work with children and young people was established by the E. P. Dutton Company in 1952 and first awarded in 1953. It consists of a fellowship amounting to \$1000 and is open to a librarian working with children or young people through a public library, a school library, or an institution library. The award is designed to give the recipient an opportunity for formal or informal study of some aspect of the field that will be beneficial both to the person and to library service. To be eligible for the award, a librarian must be a library school graduate and must have had at least three years of successful professional experience in libraries serving children or youth. Librarians interested in the award are asked to submit a statement of the study or project for which the award is requested and evidence that they are qualified to undertake the work. Prospective applicants should write to the chairman of the E. P. Dutton-John Macrae Award Committee, Nancy Jane Day, Supervisor of Library Services, State Department of Education, Columbia, South Carolina. Applications must be submitted by April 15, 1956.

*January, 1956*

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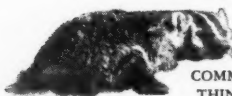
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AJ-154

## AASL NOMINATING COMMITTEE REPORT

The Nominating Committee presents the following report:

### NOMINATIONS

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**Mary Virginia Gaver**, Associate Professor, Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey

**Fannie Schmitt**, Associate Professor, Florence State Teachers College, Florence, Alabama

#### Recording Secretary

**Louise Gallaway**, Assistant Professor, Florida State University Library School, Tallahassee, Florida

**Sara Jaffarian**, Director, Public School Libraries, Greensboro, N. C.

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(One person to be elected from each Region)

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**Fannie R. Eiseman**, Librarian, Wingate High School, Brooklyn 3, New York

**Helen Sattley**, Director, School Library Service, New York City Board of Education, Brooklyn

#### REGION III

**Sybil Baird**, Librarian, Indian Springs School, Helena, Alabama

**Sara Bell**, Director of Instructional Materials, Bay County Schools, Panama City, Florida

#### REGION V

**Lyle Evans**, Supervisor, School Libraries, Regina, Saskatchewan, Canada

**Irene Sherk**, Librarian, Meeker Junior High School, Greeley, Colorado

#### REGION VI

**Jean Lowrie**, Librarian, Campus School, Western Michigan College of Education, Kalamazoo, Michigan

**Ingrid Miller**, Librarian, Edina-Morningside High School, Minneapolis, Minnesota

#### A.L.A. Councilors

(Three to be selected)

**Helen Cashman**, Librarian, Charlotte High School, Rochester, New York

**Genevieve Fancher**, Assistant Consultant, Elementary School Libraries, Jamestown, New York

**Naomi Hokanson**, District Librarian, Alexander Ramsey High School, St. Paul, Minnesota

**Lucille Menihan**, Librarian, E. M. Baker School, Great Neck, New York

**Margaret Moss**, Director, Public School Libraries, Madison, Wisconsin

**Sara Senwich**, Librarian, Elementary Laboratory School, University of Chicago, Chicago, Illinois

AASL NOMINATING COMMITTEE: Lois Fannin, Mary Elizabeth Stafford, Thelma Pearce, Jane Strebel, Sara Krentzman Srygley, Chairman

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### APPEAL FOR INFORMATION

The ALA Board of Education for Librarianship is revising its list of fellowships, scholarships, grants-in-aid, and loan funds open to librarians and prospective librarians.

Any group maintaining scholarships and loan funds is asked to send detailed information on the amount of the award, who may apply and to whom applicants should write. Please send material by March 30 to: Office of Education for Librarianship, American Library Association, 50 East Huron Street, Chicago 11, Illinois.

- Indiana: Mrs. Edna LaFollette, High School, Shelburne.
- Iowa: Laurretta G. McCusker, Iowa State Teachers College, Cedar Falls.
- Kansas: Dorothy M. Comin, 308 N.E. Ninth St., Abilene.
- Kentucky: Mrs. Harry W. Paxton, Shelbyville High School, Shelbyville.
- Louisiana: To be appointed.
- Maine: Ann Marston, Cony High School, Augusta.
- Maryland: Anna E. Fehl, Elementary School No. 243, 726 N. Howard St., Baltimore.
- Massachusetts: Katherine Trickey, Swampscott High School, Swampscott.
- Michigan: Fannie B. Foster, 1832 W. Grand Blvd., Detroit.
- Minnesota: Gladys Larson, 101 Seventh Ave., N., Hopkins.
- Mississippi: Alberta Edmondson, Box 918, Jackson.
- Missouri: Virgie King, Aurora.
- Montana: Elza Huffman, Senior High School, 425 Grand Ave., Billings.
- Nebraska: To be appointed.
- Nevada: Thelma Flavin, Montello School, Montello.
- New Hampshire: Florence Derr, Central High School, Manchester.
- New Jersey: Helen Heermans, George Washington Jr. High School, Ridgewood.
- New Mexico: Nancy B. Trammel, Highlands High School, 4700 E. Coal, Albuquerque.
- New York: Eleanor Phillips, New Hartford Central School, New Hartford.
- North Carolina: Mary Duncan Ring, Director, Mecklenberg County School Libraries, Mecklenberg County Schools, Charlotte.
- Ohio: Ruth M. Busseer, 1500 Brown St., Dayton.
- Oklahoma: Mrs. Vera Hall, Edmond High School, Edmond.
- Oregon: Lottke Lee Lamb, Eugene High School, Eugene.
- Pennsylvania: Margaret G. Graham, High School, W. Leamy Ave., Springfield, Delaware County.
- Rhode Island: Katheryn C. Ray, Nathan Bishop Jr. High School, 101 Sessions St., Providence.
- South Carolina: Carrie Moore, Anderson High School, 1200 E. River, Anderson.
- South Dakota: Edna Akre, Brookings High School, Brookings.
- Tennessee: Leniel Edwards, Training School, Middle Tennessee State College, Murfreesboro.
- Texas: Deurene Morgan, 3400 Bluebonnet Drive, Victoria; Mrs. Adeline James, I. M. Terrell High School, 1411 E. 18th St., Fort Worth.
- Utah: Mrs. Jennie Whitby, Junior High School, Cedar City.
- Vermont: Edward Bodurtha, Librarian, Brattleboro High School, Brattleboro, Vermont.
- Virginia: Virginia Ruff, 415 Bedford Ave., Bedford; Susan E. Fain, Dunbar High School, Lynchburg.
- Washington: Vera L. McDowell, N. Kitsap High School, Poulsbo.
- West Virginia: Susanna Rose, Stonewall Jackson High School, Charleston.
- Wisconsin: Margaret J. Moss, Supervisor of School Libraries, Board of Education, Madison.
- Wyoming: Rose Mary Malone, 732 S. Park St., Casper.
- Maritime Provinces: Mrs. Myra C. Vernon, Provincial Dept. of Education, Box 578, Halifax, N. S.
- Ontario: Margaret Fraser, Galt Collegiate Institute, Galt.
- Quebec: Frances M. Dumaresq, Library Consultant, Protestant School Board of Greater Montreal, 3460 McTavish St., Montreal 2.
- Alaska: Joanne Lind, Box 531, Seward.
- Hawaii: Mrs. Aileen Perlstein, Kapalama School, 1601 N. School St., Honolulu.



## The Center for Children's Books At the University of Chicago

Few teachers or librarians have the time to read more than a small fraction of the many new books published for children each year. Yet the increased use of books in classroom and library makes necessary a careful selection of books that will meet the many interests and needs of today's boys and girls.

The *Center for Children's Books*, sponsored by the University of Chicago Library and the Graduate Library School, was organized in 1945. Its purpose is to analyze and evaluate current children's books in terms of the needs of readers in school and public libraries and to make this analysis and evaluation available to adults working with children and young people.

Approximately 75 per cent of all books published in this country for children are analyzed and evaluated by the *Center for Children's Books*. Evaluations are made by the *Center's* staff: Frances Henne, Associate Professor of Library Science in the Graduate Library School; Sara Fenwick, Librarian of the Laboratory School's Lower School Library; Margaret Hayes, Graduate Library School; Ruth Solomon, Reading Clinic; Yolanda Frederici, Chicago Public Library, and subject specialists in the Department of Education and the Laboratory School. Opinions on books are also obtained from children and young people and from librarians working in school and public libraries.

Six basic factors are used in the analysis of books: (1) age level, *subject interest plus difficulty level*; (2) subject, *horses, dogs, etc.*; (3) developmental values, *family relations, intergroup understanding, self-control, etc.*; (4) activity uses, *primarily curricular*; (5) appeals, *adventure, love, the past, etc.*; and (6) types of literature.

All books are analyzed at the time

they are received in the *Center* and are kept in a noncirculating collection. Each year the books published five years previously are re-evaluated and a final decision made as to whether they will be kept in the permanent collection.

Evaluations of books received in the *Center for Children's Books* are made available through the "Bulletin of the Children's Book Center." All books, whether recommended or not, are listed, with critical annotations indicating the strengths and weaknesses of each book. The annotations also indicate the uses to which the book can best be put in the home, classroom, and school and public library. The grade level of each recommended book is given, and developmental levels are indicated. The "Bulletin" also lists many instructional materials, books, pamphlets, bibliographies, etc., that are of interest and value to adults working with children and books.

The subscription price of the "Bulletin" is \$2.50 a year for eleven issues (not published in August). Checks should be made payable to the University of Chicago Press and sent to the University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Illinois.

The facilities of the *Center* are available to visitors who wish to examine the books or use the catalogue and bibliographical tools. Hours are 9:00 a.m. - 5:00 p.m., Monday through Friday.

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*From page 4*

needs and accomplishments of the libraries to administrators and school boards so that sufficient funds will be available for the improvement of the program.

We believe that any system wishing to improve its library service, thus enriching the total instructional program, should seriously consider a central library system. We believe such a system will prove its worth financially and educationally.

## STANDARDS FOR SECONDARY SCHOOL LIBRARIES IN NEW JERSEY

The acceptance and use of standards can be effective in establishing and improving school library services. However, a thorough knowledge of the school libraries where the standards will be used and an understanding of the purpose of the standards are necessary for the preparation of adequate standards.

Standards must be high enough so that they serve as a goal and incentive for improvement. However, at the same time they must not be so high that they will be frustrating and discourage vision and perseverance. Standards must be revised often enough to prevent stagnation on the one hand while upgrading on the other. Administrators are aware that frequently as soon as standards are formulated, accepted and printed there is a need for revision due to the inevitable variations and changes among schools.

In 1945—ten years ago—standards for school libraries were made available by the American Library Association in *School Libraries for Today*

and *Tomorrow*. At that time these were definite goals for many parts of the Country. During this past decade the concept of school library service has inevitably changed and broadened with the changes in educational philosophy and planning. The growth in school population and a greater awareness of individual differences and abilities have affected school library services. Standards that would be effective in each state would necessarily be planned according to the present school library services and facilities and the goals which would seem desirable and practical for that area.

When communities in New Jersey began to plan for new and enlarged school plants it became necessary to formulate desirable specifications for each special area in the school. Such a guide for administrators and architects, as well as for librarians, was planned by the School Library Consultant with the cooperation and approval of the staff of the Division of Secondary Education of the State De-

### 1956—A NEW YEAR'S RESOLUTION—1956

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**PRICE: \$12 per year**

partment of Education. The preparation of these specifications for school libraries was the result of months of study, checking and evaluation.

The American Library Association standards of 1945 were used as the initial base. They were compared with standards and recommendations now in use in other states. Then, tentative standards for New Jersey were set up. These were evaluated by some of the school librarians in the State and by administrators. All of their suggestions were then revised and added to the tentative standards already prepared.

A sampling survey of senior and junior high schools then gave a factual base for such items as adequate book collection, budgets, staff and provisions for audio-visual materials. In each case, the librarian was asked to give information about her present school library and then state if she considered this adequate. If it was not adequate, she was asked to state what she would consider adequate from her experience in school libraries.

The information regarding actual present practices was compared with the statements from experienced librarians. This information compared with the tentative standards already prepared evolved into the present standards. Previously, New Jersey had not had standards for school libraries except the recommendations that ALA standards be used.

Now these standards for school libraries are based on the present school enrollment and existing facilities. They are as realistic as possible but attempt also to provide goals and true incentives for the improvement and expansion of school library services in the State. With the acceptance and use of these standards, it will be possible for administrators and librarians to participate in the formulation of any future revision in order that there may be continuous expansion and growth in the concept and practices in school library service in the State.

## MINIMAL SUGGESTIONS FOR SECONDARY SCHOOL LIBRARY FACILITIES IN NEW JERSEY

### I. INTRODUCTION

The high school library of today is an education materials center and workshop. Since there must be interplay of stimulation between the classroom and the library, the library should be functional. Adequate space, books and equipment should be provided in an attractive environment for:

1. The selection and preparation of materials by the librarians.
2. Instruction in the use of these materials.
3. The use of these materials by pupils and teachers.

In addition to shelf space for books, the library will likely need vertical file space for pictures and pamphlets, and cupboard space for projectors, sound equipment, slides, films and records.

### II. SPACE

#### A. Reading Room

##### 1. Seating Capacity

For an enrollment of 600 to 1000 there should be seating capacity for 65-70 pupils.

For an enrollment of 1000 to 1800 there should be a main reading room seating 65-70 and additional reading room space equal to the usual classroom. There should be direct access to this reading area from the main library.

For an enrollment of 1800 and over, in addition to the above, consideration should be given to the provision for additional library space as needed. Building plans for a school with an enrollment of over 1800 should provide for the future conversion of adjacent classroom space into library space.

##### 2. Area

Thirty square feet per reader includes space for shelving, card catalogs, charging desk and other furniture.

#### B. Working Areas

##### 1. Workroom

One hundred and fifty square feet minimum—equipped with work table, running water, electric outlet, typewriter and supply closets.

##### 2. Storage

One hundred and fifty square feet needed for storage of materials—such as periodicals, pamph-

lets and seasonal books. Workroom and storage space can be combined using 250 square feet for both.

3. Librarian's Office

One hundred and twenty square feet minimum—equipped with desk, chairs and shelving. The librarian's office, workroom and storage area may be combined.

4. Conference Room

One hundred and fifty square feet minimum—equipped with table, chairs and shelving. Although a conference room is not a "minimum essential," where one is available it receives much use.

### III. EQUIPMENT

#### A. Shelving

1. Length of shelves between up-rights, 3 feet.
2. Depth of shelves, 8-10 inches.
3. Depth of shelves for over-sized books, 10-12 inches.
4. Over-all height for shelving, 7 feet.
5. Capacity—number of books per shelf foot, 8 books.

#### B. Tables and Chairs.

1. Rectangular tables, 3 feet by 5 feet allowing for 4 to 6 pupils.
2. Round tables, 4 feet in diameter.
3. Table heights, 29-30 inches.
4. Chair heights, 17 inches.
5. Aisle space between chairs at tables and shelves, 4 feet.
6. Aisle space between chairs at tables with chairs back to back, 5 feet.

#### C. Charging Desk

A charging desk should be provided. It should be designed for its particular functions.

#### D. Dictionary and Atlas Stand

Provision may be made by the use of separate stands by providing for these on the top of counter height shelving.

#### E. Card Catalog

Card catalog should be easily accessible to the charging desk. Three standard size drawers are needed for every 1000 books.

#### F. Newspaper and Magazine Rack

These may be provided for by built-in shelving or by separate racks.

#### G. Vertical File

Necessary for pamphlets, pictures and clippings—should be near charging desk.

#### H. Book Truck

Aid in shelving books and also for transporting books to classes.

#### I. Bulletin Boards and Display Cases

Devices for publicity which facilitate good public relations—should be near entrance to library. Bulletin board space should also be available within the library.

#### J. Audio-Visual Aids

Films, film strips, slides and records should be included in the school library catalog. If the audio-visual materials are to be loaned from the library, storage space should be provided in or adjacent to the library.

### IV. OTHER FEATURES

#### A. Lighting

Good natural light should be available with adequate indirect artificial lighting.

#### B. Sound

Acoustically treated ceiling with sound reducing floor covering to harmonize with the walls.

#### C. Decoration

The ceiling, walls, furniture and general decor should be light, colorful and attractive.

### V. BOOKS AND MATERIALS

#### A. Books

Regardless of enrollment, a secondary school library should have a basic collection of at least 1500 titles. For an enrollment of 600 there should be at least 6000 volumes—10 volumes per pupil. For an enrollment of 1000 there should be at least 7000 volumes—7 volumes per pupil. For an enrollment of 2000 and over, 5 volumes per pupil should be adequate. In larger schools additional volumes may be duplicate copies.

A new school should build up its collection over a period of 3 years. This would allow time for the librarian to become familiar with the curriculum, teachers and reading interests of the pupils. It would also facilitate the book budget. After the book collection has been established a minimum of \$1.50 per pupil is needed. Two dollars per pupil will provide more adequate book service.

## B. Periodicals

Current practices in New Jersey secondary schools indicate that approximately \$200.00 is needed for periodicals and newspapers in a school with an enrollment of approximately 1000.

## C. Audio-Visual Aids

This should be a separate budget item.

## D. Incidentals

For an enrollment of 2000 there should be \$200.00 available for supplies. An additional budget item should be included for binding and rebinding.

## VI. STAFF

The money involved in establishing and maintaining a school library is not effectively used unless the services of a professional librarian and adequate clerical help are provided. The employment of more than one librarian may well be justified in schools of 1000 or more pupils, particularly if the library program is an active one. Adequate clerical help increases the professional effectiveness of the librarian.

Student assistants are highly desirable and encouraged. However, they should not be used for professional services and consideration must be given to the time needed by the librarian in training and supervising student assistants.

Prepared by: MRS. JANE B. HOBSON, School Library Consultant, Public and School Library Services Bureau, Division of the State Library, Archives and History, New Jersey State Department of Education.

## The Superior Student

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## Tribute to a School Library Supervisor

By HELEN V. BROOKS\*

Once there was a Sower who had the best seeds from which grew the finest of plants. He had but fifty acres of land to sow and seed enough to sow but one acre well and no other sowers to help him plant his seed.

Rather than let his forty-nine acres go to waste, he wisely decided to cover as much land as possible with the seed that he had. He trod the ground slowly, and sowed the seeds in the most fruitful soil. Each day, he went to his fields and tenderly cared for the seedlings, watering them in the dry season, and breaking the clods of earth around them into more nourishing soil.

Day after day, he surveyed his land and cared for the seedlings, until one glorious day, they burst forth in splendid green garments. As the days

marched on, the young plants reached full stature and brought forth the fruits with which Nature has endowed them. Then did the Sower reap the results of his abundant harvest and thanked God for his good fortune.

As you go out each day, Miss Supervisor, to spread knowledge among school librarians, you may be likened to that Sower of Biblical times. You visit as many school libraries as possible each day, caring for the precious seeds of Librarianship which you have so carefully sown. The seeds which you sow are the fundamental ideas of school library service, and you plant them in the minds of the librarians whom you visit.

As you teach a lesson on the use of the encyclopedia, tell a story to a group of starry-eyed youngsters with their little heads full of dreams, or initiate a successful program of library publicity, do not you, like the Sower, feel a boundless pride in your forthcoming harvest? Each librarian as she receives the benefit of your superior knowledge and ideas for the successful operation of a particular library, may sometimes be likened to the seeds which welcome the friendly warmth of the sun, and the slim cool fingers of the summer breezes.

Your harvest may not be immediately forthcoming but may be evidenced in the future citizens of this great country of ours, citizens who are well-informed, intelligent people because they have found that the gateway to knowledge is the familiar library door which leads to the fascinating storehouse of books.

Like the Sower whose harvest was abundant because of attention to the seedlings, so will you have a harvest from the seeds of Librarianship. For: "whatsoever a man soweth, that shall he also reap."

\* The "Tribute to a School Library Supervisor," was done by a student of the Geneseo State University Teachers College Library Education Department, after her six weeks practice work with Mrs. Rachael De Angelo in Yonkers, New York. The writer is now married to an Air Force officer, Lieutenant Robert Lee Scheurer, and lives in Bryan, Texas.



## NEWS NOTES

AASL is participating with programs and exhibits at the meetings of the American Association of School Administrators, Atlantic City, February 18-23, and with the Association of Supervision and Curriculum Development, March 19-23, Hotel New Yorker, New York City. Mrs. Dilla W. MacBean is working on the arrangements for the AASA meeting, and AASL's co-chairmen for the ASCD meeting are Miss Helen Sattley and Miss Christine Gilbert. Dr. Lillian Batchelor is assisting in the plans for both meetings. The AASL program at the AASA meeting will be held Monday, February 20, at 2:30 p.m., and at the ASCD meeting, Wednesday, March 21, at 4:00 p.m.

**JOINING FORCES FOR LIBRARY SERVICE to YOUTH**, a study of public library and school library cooperation in Indiana, is available from the Indiana State Library, 140 North Senate Avenue, Indianapolis 4, Indiana, for \$1.00 per copy. Make checks payable to the Indiana Library Association.

**KANSAS ASSOCIATION OF SCHOOL LIBRARIANS ANNUAL MEETING** was held in Hays, Kansas, November 3 and 4. The featured speaker at the Thursday noon luncheon was the noted author and lecturer, Marguerite Henry. "How to Achieve Peace and Quiet" was the title of Mrs. Henry's delightful address. Officers chosen are: President, Ethelyn Flagg, Hutchinson; Vice-president, Mrs. Lois Stapleford, Hoxie; Secretary, Pearl Chapman,

Chanute; Treasurer, Mrs. Faye Riggs, Lakin. Representatives elected to the Council are: District 1, Mrs. Ailene Thomas, Shawnee Mission; District 2, Grace M. Gilbert, McCune; District 3, Mrs. Doris Carson, McPherson; District 4, Mrs. Alice Cory, Concordia; District 5, Mrs. Maddie Hinckley, Ashland; District 6, Mrs. Lora Long, Ellis.

The following newly elected officers of the **SCHOOL LIBRARIES SECTION OF THE NEW YORK STATE LIBRARY ASSOCIATION** will assume their duties January 1, 1956. President, Mrs. Netta Brown, North Syracuse; vice-president, Claire M. Fennigan, Peekskill; Secretary-Treasurer, Grace M. Shakin, Great Neck; Member of Board of Directors, 3 years, Mary Emma Fraser, Rockville Center; Representative to NYTA Council, Eleanor Kellogg, Woodmere.

**THE SCHOOL BUILDING ARCHITECTURAL EXHIBIT** has become an important feature of the national convention of the American Association of School Administrators. You may want to recommend that your administrator visit the exhibit at the AASA Conference in Atlantic City, February 18-23, 1956.

Newbery-Caldecott awards will be announced by Mr. Melcher's office in New York on March 5, 1956.

**STANDARDS FOR LIBRARIES IN NEVADA SCHOOLS** were adopted by the Nevada Library Association at the October 1955 Convention. Copies 35 cents each are available from Mrs. Glenn Robertson, Secretary, Nevada Library Association, 36 Laswell, Henderson, Nevada.

## RESOURCES FOR CITIZENSHIP— A NEW BIBLIOGRAPHICAL TOOL FOR SCHOOLS

Many school librarians have taken an active part in the Citizenship Education Project since it was created at Teachers College, Columbia University, in 1949 under a Carnegie Corporation grant. Particularly is this true in the membership school systems, which have steadily grown since its inception. As of November 1 of this year there were 1,047 collaborating schools in 546 school systems reaching over 100,000 junior and senior high school students. Those librarians whose schools have not taken an active part in the program, certainly have heard about it and know of its varied and worthwhile activities in developing and promoting American citizenship.

All know of the excellent materials and bibliographies which up to now were recommended on cards for use by member schools and were provided in the so-called "green box." Now an entirely new tool has been prepared in a paper bound book of 328 pages, entitled *RESOURCES FOR CITIZENSHIP*, a Guide to the Use of Teaching Materials,—published by Citizenship Education Project, Teachers College—Columbia University, New York City. In as much as every school in the country is committed to training children and youth for improved citizenship, school librarians should be alert to the best possible materials available in providing teachers and students with the best published and manufactured resources, both of the past and of recent date.

AASL has had a special committee working with CEP since the spring of 1954, chaired by Blanche Janeczek, Librarian of the Laboratory School, University of Chicago, and assisted by Esther B. Cavanagh, Librarian, Shortridge High School, Indianapolis, Indiana; Mildred M. Nickel, Director of School Libraries, Office of the Supt. of Public Instruction, Spring-

field, Illinois; and Fannie Schmitt, Chairman, Dept. of Library Science, State Teachers College, Florence, Alabama. This committee reexamined the materials listed in the "green box" and made many recommendations as to deletions and additions. The work of this committee was highly commended by CEP and is the only group whose work is acknowledged specially in the introduction of *RESOURCES FOR CITIZENSHIP*. The approach was scholarly and yet practical. AASL can well be proud of the work of this committee.

*RESOURCES FOR CITIZENSHIP* has a number of rather unique features which make it a welcome tool by teachers and librarians. CEP assumes that citizenship education is the concern of teachers of different subjects. Consequently the materials annotated include titles of interest to teachers of English, science, homemaking, and vocational education, as well as to teachers of social studies. For example, a large number of novels and plays are annotated, and special effort was made to meet teachers' requests for materials bearing on economic topics.

Annotations are organized by citizenship topics rather than by course names. The topical headings, as Citizenship Responsibilities, Economics Processes, Nature of Democracy, Intercultural Relations, Personal Behavior, etc., cross subject-matter lines and involve units of study taught by teachers of several different subjects. Certainly the book is not one for use by a single department or group.

The inclusion of source books, and especially references to specific documents in connection with many of the topics, should be welcomed by teachers and librarians whose job it is to help teachers locate materials. Materials of the source-book type have a

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Prepared by: DILLA W. MacBEAN, President  
American Ass'n of School Libraries.

special value for the color they add as well as enabling students to dig for facts. Few teachers have the time to locate usable items just when they would be most helpful. The seven source books annotated were selected because it was felt libraries would be most likely to have these volumes and because of the wide variety of items they contain. Availability was one of the criteria that guided the selection of all materials for annotation.

The section entitled "Premises of American Liberty: Documentation" provides for students substantial evidence on what is believed about personal, political, and economic freedom, plus evidence that these beliefs are imbedded in our history and operative in present-day living.

The three indexes, one by author-title and one by subject, in addition to the Premises of American Liberty Index, will inevitably make locating items a quick, easy process. Add to this list of organizations from which free and inexpensive materials can be obtained, and one has within one volume information that must usually be sought for in a number of places.

The compilers feel that they have gone far toward their goal of a judicious mixture of easy and advanced works along with those of average difficulty for junior and senior high school students. Likewise, they feel on the whole the selections represent a pretty fair cross section of viewpoints, from the conservative to the liberal. The book was prepared for general junior and senior high school use as well as for those schools cooperating with CEP. Except for the portion having to do with relating materials to Laboratory Practices, the "How to Use This Book" section is written for any and all users.

Your president is convinced this book is of such value to school libraries as a reference tool, she feels it is worthy of bringing to the attention of all AASL members and, too, because our Special Committee worked so diligently to make the book

more valuable to junior and senior high schools throughout the country and has received commendation for its work by CEP, she feels it is important for all to know of the availability of **RESOURCES FOR CITIZENSHIP**. Order from Citizen's Education Project, Teachers College, Columbia University. Price: \$2.95.

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*From page 6*

few librarians are able to employ paid technicians who expedite this phase of the program.

So important are library techniques in the organization and administration of the audio-visual program that states like Florida, for instance, are requiring co-ordinators and directors of audio-visual education to include twelve semester hours in library science in their professional training! School librarians who will pursue their interest in this field to the extent of equipping themselves with audio-visual methodology need have on fear about assuming the responsibility for direction of such programs in their schools. The school library is the natural and wholesome center for audio-visual materials, as well as for books and other materials of instruction. Let us not lose this opportunity for keeping the library in a key place in the school program. Librarians can fulfill a vital role in the complete development of the child. Libraries that are not bounded by restrictions on the types of materials of instruction they supply are truly the centers of the curriculum and the school.

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*From page 2*

a story-telling festival by CLA, a dinner on Saturday night, a State Assembly breakfast, and a general program sponsored by DLCYP and AASL. Interesting general sessions are in the making by President Richards and his committees. And there will be free time to enjoy the pleasures of Miami Beach. Plan to come!

# AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

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